

COMPETENCE-BASED APPROACH IN THE PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE FIELD OF ICT

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Annotation. This article discusses the experimental and test work carried out to determine the level of competence in the professional training of future primary school teachers in the field of information and communication technologies and their results, psychological problems of using ICT in the professional activities of primary school teachers

Keywords: primary school teachers, competence, respondent, information and communication technologies, professional competence, questionnaire, pedagogical observation, conversation.

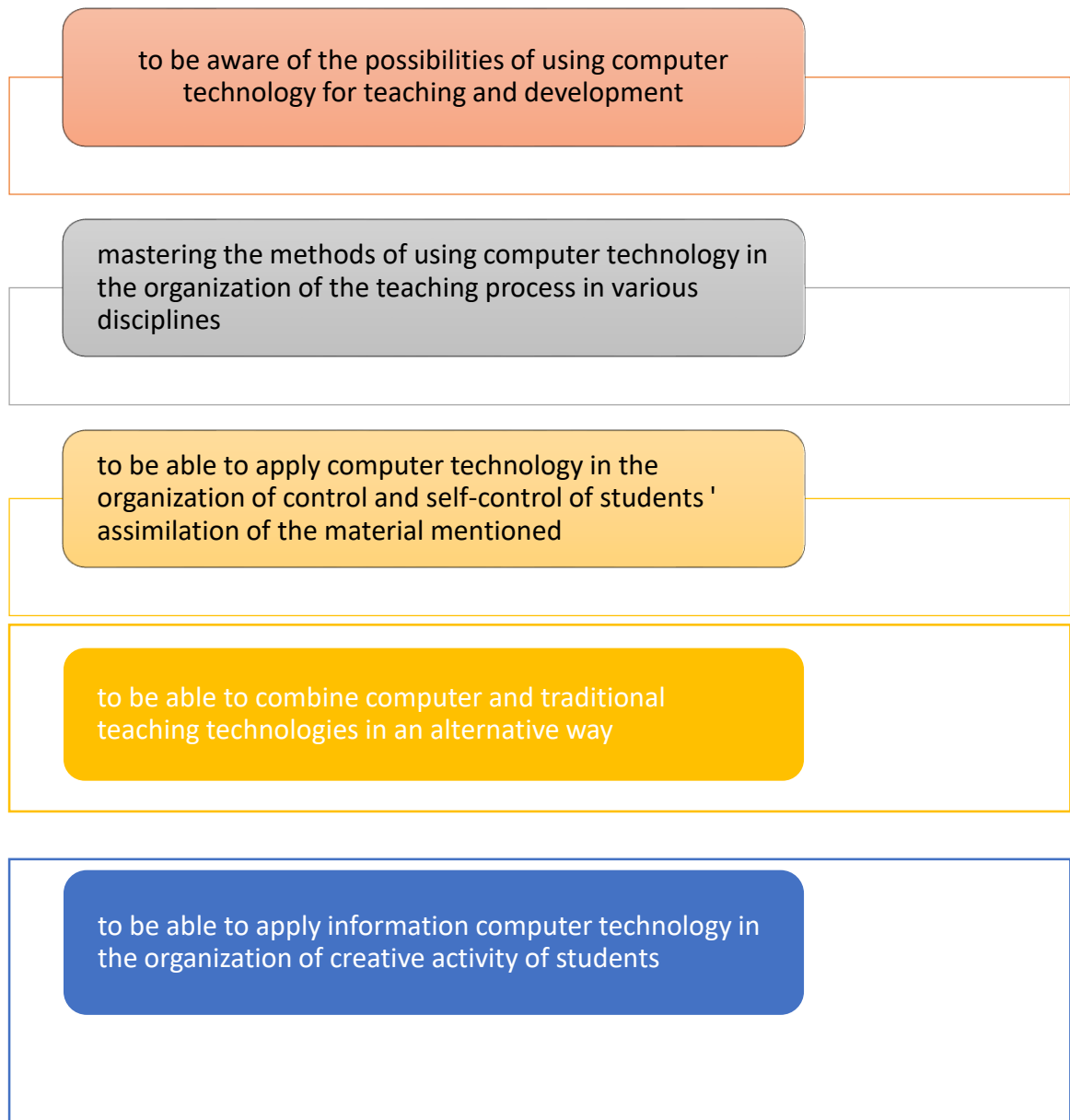
Introduction. At the present stage of the development of Uzbekistan's education, its natural and inextricable connection with science is becoming an increasingly powerful driving force for increasing the competitiveness and effectiveness of the Halq State Farm, as well as economic growth. This makes it one of the most important factors for national security and the well-being of the country, as well as for the comfortable existence of every citizen.

The consistent modernization of the entire educational system is associated with general trends in World Development, one of which necessitates the transition to a post-industrial and informational society. The main stage of this transition process involves not only the active use of computer technologies in the educational process, but also the informatization of education, the management of educational institutions and the educational system as a whole, the creation of an infrastructure that provides the process of informatization, which is associated with the introduction of information and communication technologies (ICT)

In addition, as defined in the concept of Education, the process of informatization becomes important for the promotion of vocational education to a new level, the main goal pursued by it is to acquire the appropriate level and specialization, be competitive in the labor market, have deep knowledge and skills, feel responsibility, master their profession, be able to work effectively at the level of, it consists in training a qualified employee who is socially and professionally mobile, as well as regularly cultivating his professional skills.

M. Jumaniyozov noted that teachers must have the following knowledge and skills in the field of ICT for effective professional activity:

[5]



V.M.Monakhov [4] believes that the teacher's professional activity should be composed of informative content, which includes perception, accumulation and sorting, systematization, analysis, compilation, generalization, evaluation, adaptation, visualization, verbalization, coding and decoding, modification and transmission of information and the like skills.n

Yu.A. Kuznetsova, I.V. Kaminskaya and A.N. Tyupins noted that “for life and work in an informed society, a person must have an information culture, that is, knowledge and skills in the field of Information Technology. The role of the teacher in this is incomparable, because the teacher is an assistant, with the help of which the child develops, understands the world around him and receives knowledge.” [3]

Of particular importance today is the first teacher of children, that is, the primary school teacher, in the formation of an adequate perception of the modern world by a child, his readiness for a big life in an informed society.

However, in the modern educational space, which is in harmony with informatization processes, many unresolved problems are still visible, including the problems of using ICT tools in the professional activities of primary school teachers.

Within the framework of the study, we conducted our preliminary experiments among primary school teachers operating in Fergana region, the results of this experiment, as noted above, made it possible to identify the following problems in the use of ICT tools in the professional activities of primary school teachers:

1. Psychological problems of the use of ICT in the professional activities of primary school teachers:

- insufficient clear understanding of the possibilities of ICT in the education, development and upbringing of children;

- the complexity of changing established attitudes and their position regarding professional understanding;

- dissatisfaction with the quality of electronic resources;
- low level of incentive aimed at mastering information technology;
- anxiety that arises from the use of the computer;
- psychic shake that occurs from the use of the computer;
- computer personalization.

2. Organizational and pedagogical problems associated with the use of ICT tools in teaching general subjects, in particular, teaching the subject "Informatics and ICT" in primary schools. The following problems can be attributed: insufficient level of knowledge and skills of primary school teachers in the discipline "Informatics and ICT", which is necessary to conduct classes using ICT tools; the methodology of conducting classes with the use of ICT tools in the section of general education subjects of primary school teachers and insufficient knowledge and skills in the subjects "Informatics and ICT" in primary classes; ignorance or unwillingness to use various forms, methods and techniques of organizing classes with primary school students in general education and subjects "Informatics and ICT"; unwillingness to organize; the absence of skills for the assessment and use of electronic means of education for Primary School; the lack of skills in assessing, applying to practice and developing personal developments by teachers of ready-made educational and methodological complexes on the subject "Informatics and ICT".

The problems listed above are associated with the late involvement of primary education in informatization processes.

Analysis of educational and methodological support in the section of disciplines aimed at professional training of future primary school teachers in the field of ICT determined the orientation of the content of general professional orientation and materials on the formation of knowledge and skills in the subject "Informatics and ICT".

Thus, based on the results of theoretical analysis and observation of the process of professional training in the field of ICT in a pedagogical higher educational institution, conversations with students and teachers, we identified the following problems of future primary school teachers in the field of ICT in professional training:

1. The content of high-level education in the field of "Informatics" ("in the section of subjects" Mathematics and Informatics") is largely consistent with the content of the previous level in a comprehensive school. This conclusion E.G. Based on the results of the analysis carried out by Henner. [7].

2. The absence of continuity in the professional training of future primary school teachers in the ICT field.

3. The goal pursued by the professional training of primary school teachers in the field of ICT is not consistent with the modern requirements for the professional training of a future specialist who requires the integration, technologization and informatization of Education.

4. The incompatibility of the goals and components of the mechanism of professional training of future primary school teachers in the field of ICT.

5. Failure to take into account the professional orientation of the activities of the future specialist in determining the goals and content of the mechanism of professional training in the field of ICT.

6. Among students studying in the specialty 5111700 "primary education" of pedagogical higher educational institutions, there is a low incentive to use ICT in eliminating the teacher's professional problems, as well as a misunderstanding of their role in the educational process of Primary School. This is reflected in phrases that are sometimes found among future teachers: "I don't need a computer", "I don't have to work with a computer."

8. The fact that the pedagogical higher educational institution has a low level of readiness for the use of ICT in science and training in subjects in teachers.

9. Insufficient use of all the variety of organizational forms of education for professional training in the ICT field of future primary school teachers. In this case, the teaching methods are of an inactive nature; low level of participation of students in Olympic competitions, conferences, seminars, competitions dedicated to the problems and issues of informatization of education, non-use of ICT tools in the professional activities of the teacher; incomplete use of problem groups, additional training courses and other innovative teaching methods and forms; rare use of ICT tools to solve real professional problems during the period of active pedagogical practice;

We note the positive results obtained in the elimination of the problems mentioned above.

Thus, within the framework of educational and methodological materials, recommendations were given for the formation of practical skills in such subjects as the Russian language, mathematics, the integrated course "the world around" in the field of ICT use of the future primary school teacher, musical education, computer science [6].

Thus, the existing scientific and methodological developments to increase the effectiveness of professional training of future primary school teachers in the ICT field are aimed at expanding the content of training primary school teachers to pedagogical higher educational institutions, taking into account the theoretical, didactic, methodological and methodological foundations of informatization of primary education.

Despite this, such an expansion of the disciplines taught is up to the present period, C.P. Bespalko believes that since it already amounts to a large amount, training can lead to a further increase in load [2].

Conclusions:

The article describes a change in the requirements for the professional training of primary school teachers as a result of the emergence of new processes related to informatization, integration, technologization, etc. in education.

Based on the existing work of modern scientists, a specific theoretical understanding of the problem, an analysis of the educational and methodological support of the professional training of future primary school teachers in the field of ICT, as well as preliminary studies carried out, the problems of using ICT tools in the professional activities of primary school teachers were described, and the problems

All this made it possible to show contradictions that indicate the importance of the problem under study, and also contributed to the search for ways to solve these contradictions.

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